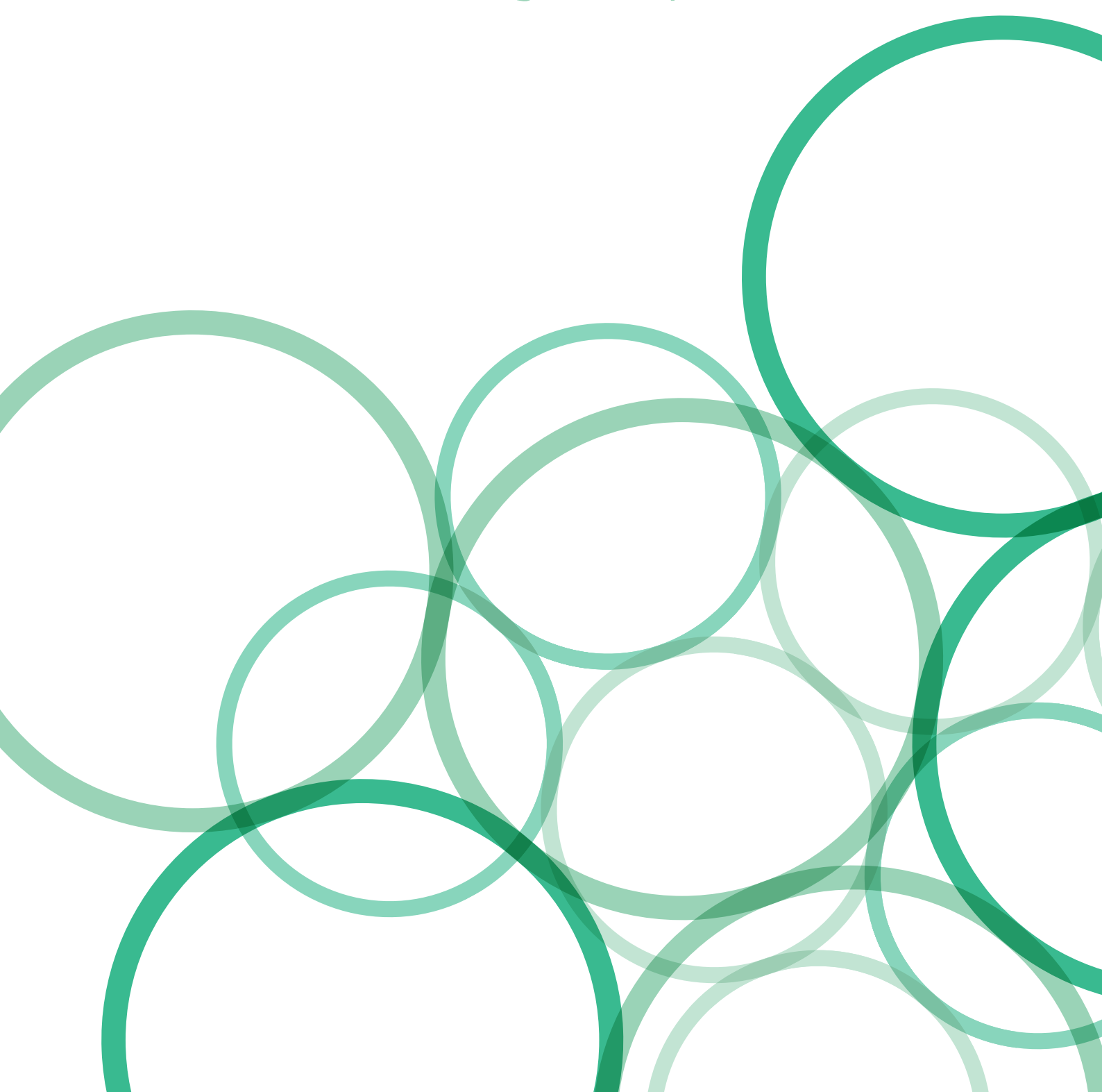


The report of Her Majesty's Chief Inspector of
Education, Children's Services and Skills 2013/14

East Midlands regional report





Summary

Educational provision in the East Midlands is plagued by mediocrity. The overall effectiveness of schools in the East Midlands is below the national level in both the primary and secondary phases, with almost 158,000 pupils attending schools that are not yet good. Almost one third of post-16 learners attend colleges that are not yet good and there are weaknesses in the courses offered by work-related learning providers. Because deprivation and poor provision are spread across different local authorities, they are often masked by the overall results for each authority.

In the East Midlands, the likelihood of children and young people doing well depends very much on where they live. The region's landforms and history play a big part in the quality of education and social outcomes. In particular, too few children growing up on the old coalfields, in the fens, in former manufacturing towns, and in the three big cities of the region – Nottingham, Derby and Leicester – attend good or outstanding schools. In addition, in Nottingham and Derby too few learners attend good or outstanding colleges. The educational provision in these areas is not meeting the needs of children, pupils and learners well enough. There are three key issues:

- White British children from poor families achieve much less well than others
- children in the care system do badly and, as a group, their achievement is among the worst in the country
- children with English as an additional language are not getting the start they need to enable them to do well.

Children in the East Midlands do less well in the Early Years Foundation Stage than those in England as a whole. Although they catch up a little in Key Stages 1 and 2, they remain slightly behind their peers nationally. However, by Key Stage 4 the proportion of East Midlands' students reaching the national benchmark of at least five GCSEs at grades A* to C including English and mathematics is the joint lowest of all regions at 53.2%.¹ Also, the proportion of learners who achieve a level 2 qualification by 19 is below the national level, as is the proportion of learners who achieve level 3 by 19.²

Only 37% of children in the East Midlands live in areas where child protection services are judged good or outstanding.

Many families in the region are caught up in a cycle of deprivation. For the children of these families, high levels of educational attainment can seem like an unrealisable goal. Strong collective leadership is needed to break this cycle. Working to improve the quality of provision, support and outcomes for young people who are trapped within it is an important priority for Ofsted. We will focus on those areas where the problems are greatest and those groups of young people who are falling behind others.

1. *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait. All attainment and progress data is provisional data for 2013/14 unless otherwise specified.

2. Data relating to qualifications at age 19 are for 2012/13: *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

State of the region



1. The East Midlands has distinct areas based on landform and history. These have a major impact on the quality of education provided for children and young people and in turn on educational and social outcomes.
2. Situated at the **far east of the region**, Lincolnshire has a mainly agricultural economy and includes the traditional seaside resort of Skegness. In South Holland and the Deepings (south-east Lincolnshire), far fewer primary schools are good or outstanding than in the rest of England: 56% compared with 82% nationally. Attainment across Lincolnshire is a concern at Key Stages 1, 2 and 4, where too many young people do not achieve as well as they should, especially when compared with similar local authorities.
3. Much of the **south of the region** (including parts of Rutland, Northamptonshire and Leicestershire) is more prosperous, with relatively low unemployment. A greater proportion of schools in Leicestershire are good or outstanding compared with the rest of England, but Northamptonshire lags behind at both primary and secondary level. Some towns, such as Northampton, Corby, and Wellingborough, have lost their manufacturing base and have high deprivation indices. A high proportion of educational provision here is not yet good.
4. Levels of deprivation and unemployment are high in the **former coalfield areas**, which include parts of Nottingham, north Nottinghamshire, East Derbyshire and parts of Leicestershire. Educational outcomes at many schools in these areas are poor and too many are not providing a good enough education. Careers advice and guidance, and the range of options available, are not consistently meeting young people's needs in these areas, resulting in many failing to participate in education, training or employment.
5. The **three large cities of the region** – Nottingham, Derby and Leicester – all contain areas of marked deprivation but also areas of relative affluence. Each city has its own character and issues but all three have weaknesses in their provision. The proportion of good or outstanding early years providers is very low in all three cities and young children do not achieve well enough. The proportion of primary schools judged good or outstanding and levels of attainment for primary pupils are well below the national level in all three cities. In Nottingham, a much higher proportion of secondary schools are not yet good than is the case nationally or regionally.
6. Across the region, the proportion of pupils who speak English as an additional language (EAL) that achieve at least five GCSEs at grades A* to C including English and mathematics is 4.4 percentage points lower than those whose first language is English (see Table 1).³ However, within this there are some stark contrasts. In Leicestershire almost 70% of EAL pupils achieve five good GCSEs: 10.5 percentage points more than non-EAL, while in Derby the proportion of EAL pupils achieving five good GCSEs is 13 percentage points lower than those whose first language is English. The gap is widest in Lincolnshire. Here, only 40% of EAL pupils achieve this benchmark: 22 percentage points lower than those whose first language is English.

Outcomes for children and young people who speak English as an additional language

Good practice for young people who speak English as an additional language

Boston College, which was recently judged as good, has developed good practice in relation to this group of learners. It offers them good advice and guidance and has developed an English 'lab'. The lab provides planned and impromptu support for learners, including advanced-level English learners, to improve their reading, writing and speaking skills.

3. Data for pupils whose first language is not English relates to 2012/13 final data, the latest data available at the time of writing.

Table 1: Attainment of students whose first language is other than English compared with all other students at Key Stage 4 in 2012/13

Local authority	Percentage achieving at least five GCSEs at grades A* to C including English and mathematics	
	Pupils whose first language is English	Pupils whose first language is other than English
Derby	58.0	44.9
Derbyshire	59.2	54.2
Leicester	x	x
Leicestershire	58.8	69.3
Lincolnshire	62.7	40.3
Northamptonshire	58.4	54.0
Nottingham	49.7	53.3
Nottinghamshire	63.5	59.2
Rutland	x	x
East Midlands	59.6	55.2

x = Figures not shown in order to protect confidentiality. See 'confidentiality' within the SFR text for information on data suppression.

Source: *GCSE and equivalent attainment by pupil characteristics* (SFR05/2014), Department for Education; www.gov.uk/government/statistics/gcse-and-equivalent-attainment-by-pupil-characteristics-2012-to-2013.


Outcomes for looked after children

- It is of concern that achievement of the region's looked after children is the third lowest in the country. Nationally, only 15% of these children achieve the important benchmark of at least five A* to C grades at GCSE, including English and mathematics.⁴ In the East Midlands only 13% achieve this. Looked after children who are already disadvantaged by their experiences are not getting the education they need and deserve. Nationally, 6% of looked after children go on to higher education. In the East Midlands that proportion is 2% – the lowest in the country.⁵ While some virtual headteachers have been highly effective in ensuring good outcomes for their looked after pupils, this is not consistent between local authorities (where figures are available).⁶ In Lincolnshire, for example, 16.2% of looked after children achieved at least five good GCSEs including English and mathematics and 18.8% did so in Derbyshire. However, in Nottinghamshire, just 12.5% of looked after children achieved this benchmark.
- The East Midlands region has the second highest level of overall absence of all regions for looked after children, with almost 5% of school sessions being missed.

4. Data for looked after children relates to 2012/13 final data, the latest data available at the time of writing.

5. *Local authority interactive tool*, Department for Education; .

6. A virtual headteacher is an experienced teacher appointed by the local authority to oversee the educational progress of all children in their care. Children are on a 'virtual' school roll, but attend schools across the local authority.

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9. There are instances of good practice in supporting looked after children to achieve positive outcomes, as the following case study illustrates.

Good practice for looked after children – Compass Children's Services

Compass Children's Services is an independent fostering agency based in Loughborough. It has a strong focus on securing good educational outcomes for children in its care; in 2013, 40% achieved at least five GCSEs at grades A* to C including English and mathematics.

To help children catch up with schooling and overcome previous negative experiences, Compass Complementary Education provides education for any young person placed with Compass Children's Services who does not have a full-time educational placement. It offers relevant and appropriate educational experiences and activities to improve children's self-esteem and help them reintegrate into full-time education successfully.

Compass has found that great benefits can be gained by building strong professional relationships between carers and teachers so they can work as a team to support the child's learning and development. All Compass foster carers receive training to help children achieve the best possible educational outcomes. Qualified teachers attend personal education plan (PEP) meetings on behalf of Compass. They are responsible for ensuring that carers are supported to play their part in helping their foster child attend and achieve at school. They support children with learning when there are difficulties and use the child's PEP as a working document to help improve outcomes for the child.

Outcomes for children from poor White British families

10. Pupils eligible for free schools meals do less well in the East Midlands compared with most other regions of the country. In 2012/13, only 33% of pupils eligible for free school meals achieved at least five good GCSEs including English and mathematics compared with 38% of eligible pupils nationally.⁷ By contrast, the percentage of all other pupils in East Midlands who attained this benchmark was 63%.
11. In every East Midlands local authority, White British pupils from low income families achieve less well than economically disadvantaged pupils from other backgrounds. These young people are being let down by a system that has allowed them to underachieve by large margins in some local authorities.

7. Data on ethnicity and free schools relates to 2013 final data, the latest data available at the time of writing.

12. In Leicester, 51% of pupils eligible for free school meals from any ethnic background other than White British achieve at least five GCSEs at grades A* to C including English and mathematics while only 29% of White British disadvantaged pupils do so: a gap of 22 percentage points. In Leicestershire the gap is 19 percentage points and in Lincolnshire 16 percentage points. The attainment gap between White British young people eligible for FSM and those from any other group eligible for free school meals is wider than 15 percentage points in four local authorities in the East Midlands.
13. There is further inequality in achievement at age 19. In seven East Midlands' local authorities the gap between FSM and non-FSM attainment of a level 2 qualification by 19 was wider than 16 percentage points (the national level) in 2012/13. Overall, the proportion attaining a level 2 qualification by 19 is 22 percentage points lower for those from poor backgrounds than those from more affluent homes in the region. Only 63% attain such a qualification by 19 compared with 71% nationally.
14. The following case studies demonstrate how two schools have made effective use of the pupil premium to improve attainment for their pupils who are predominantly from a White British background. Both schools were winners of the 2014 national Pupil Premium Awards.

Good practice in using the pupil premium – Ashmount School, Leicestershire

Ashmount School provides education for pupils with profound and multiple learning difficulties, severe and additional learning difficulties, autism spectrum disorder and visual impairment. A significant number of pupils have additional complex medical needs. All pupils have a statement of special educational needs.

The deputy headteacher explains how the school's strong focus on basic good practice in spending the pupil premium has been extremely effective. The school starts with the children as individuals, and takes care to determine their personal learning and developmental needs. It then plans intervention and support programmes and observes the support to ensure that very best practice is achieved. Most importantly, the school rigorously tracks each child's progress from the outset, so that if the intervention is not working it can be adapted early to secure success.



Good practice in using the pupil premium – Park Junior School, Derbyshire

Park Junior is an average-sized junior school where the vast majority of pupils are White British. Almost half of the pupils are known to be eligible for free school meals and so are in receipt of support through the pupil premium. This proportion is well above the national level.

Park Junior's approach is strongly underpinned by constant critical evaluation of the impact of its different strategies. It uses this to refine and improve provision. Central to its philosophy is the belief that pupils' behaviour has to be outstanding and that pupils themselves have to take responsibility for their learning. Pupils are given rewards for their learning and their attitudes, including opportunities to take leadership roles and hold responsibilities, as well as material goods, but only when exacting standards are met.

Good practice in improving attendance – Nottingham schools

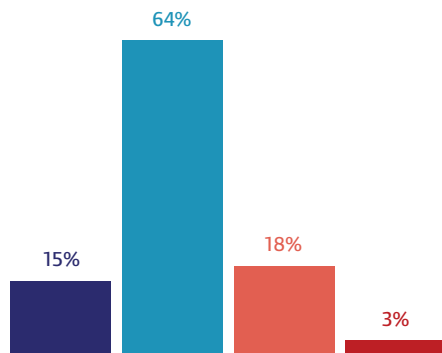
Many Nottingham schools, particularly those in areas of relatively high deprivation, had poor attendance rates. Ofsted worked with these schools to support them to improve attendance. Different schools took different approaches, but all focused closely on attendance and introduced a range of strategies to ensure that all pupils get to school. Some, like Top Valley Academy, introduced focused monitoring of individuals at risk of poor attendance, with a tiered response involving both challenge and reward. Others significantly increased the number of home visits, with pick-ups for pupils who were absent. The Djanogly City Academy attendance car is well known in central Nottingham. Pupils explain that it is shaming for the family if it calls at your house.

Social care

15. It is unacceptable that 63% (around 600,000) of children are in a local authority where safeguarding is less than good (see Figure 1). Services both for child protection and looked after children in Northamptonshire were judged inadequate in 2013. The local authority is currently subject to government intervention.
16. Ofsted will be publishing its Social Care Annual Report in spring 2015. This will set out the challenges for the sector and the priorities for improvement. For this reason we have not addressed the social care issues for the region in any detail in this report.

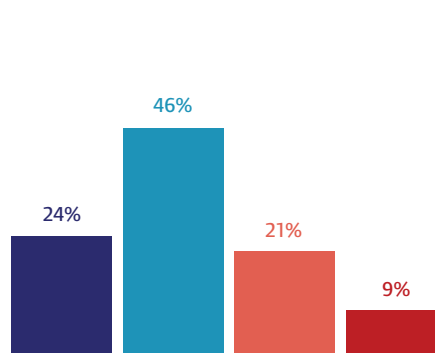
Figure 1: Inspection outcomes by proportion of pupils, children or learners at 31 August 2014

Primary schools



Overall effectiveness of primary schools in the East Midlands, latest inspection outcome at 31 August 2014 (% of pupils).

Secondary schools



Overall effectiveness of secondary schools in the East Midlands, latest inspection outcome at 31 August 2014 (% of pupils).

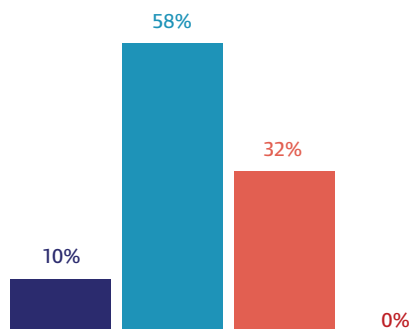
Outstanding

Good

Requires improvement

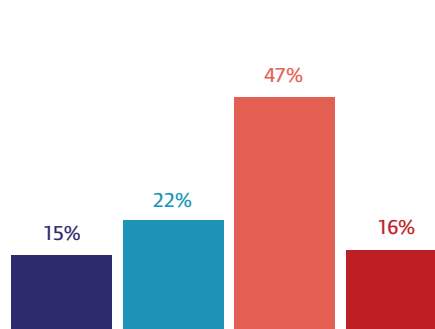
Inadequate

Colleges



Overall effectiveness of colleges in the East Midlands, latest inspection outcome at 31 August 2014 (% of learners).

Safeguarding



Effectiveness of local authority safeguarding arrangements in the East Midlands, latest inspection outcome at 31 August 2014 (% of children).



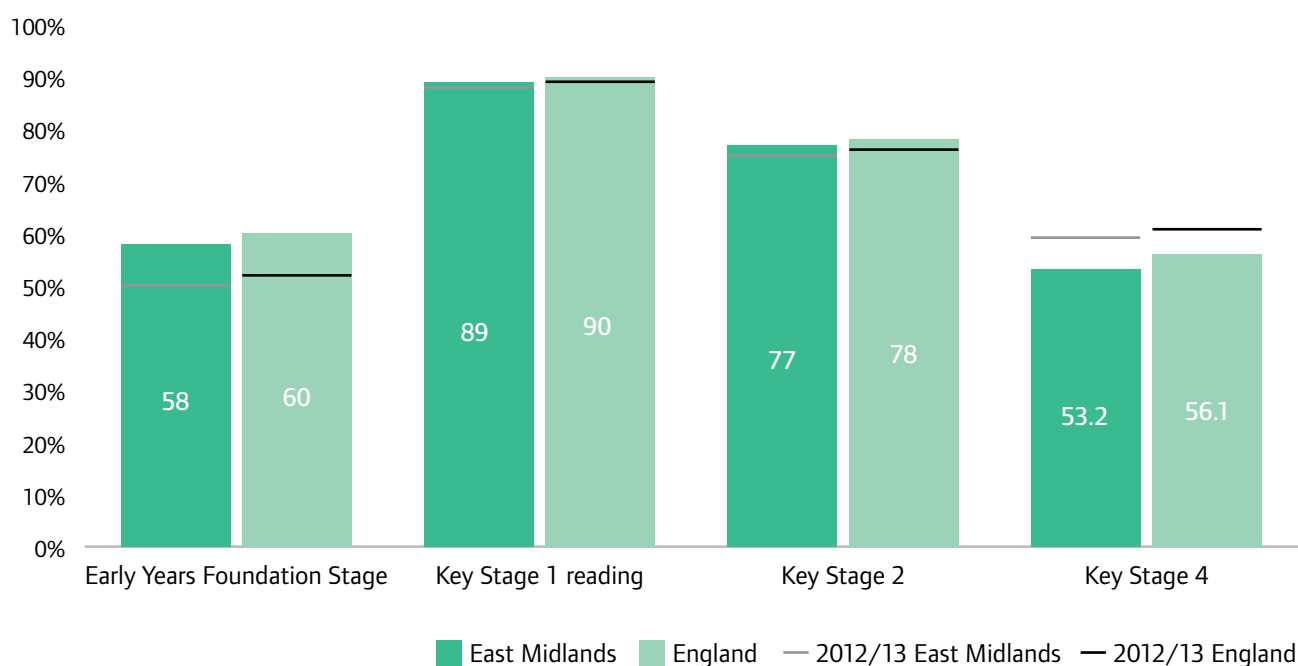
Explore inspection data directly at dataview.ofsted.gov.uk. Data View is a digital tool that allows Ofsted inspection data to be viewed in a simple and visual way. You can compare and contrast performance in inspections between regions, local authorities and parliamentary constituencies across all remits that Ofsted inspects.

Early years education

17. The quality of early years provision in the East Midlands is variable. Outcomes at the end of the Early Years Foundation Stage in the region are just below the national level, with 58% of children achieving a good level of development compared with 60% nationally (see Figure 2). However, outcomes in some local authorities are well below this level. For example, outcomes are worst in Leicester, where only 41% of children achieve a good level of development. Overall, fewer early years providers were judged good or outstanding in their last inspection than nationally (77% compared with 80%). The quality of provision is markedly better in Rutland, Lincolnshire and Derbyshire than in the three cities of Nottingham, Leicester and Derby.

18. Provision in children’s centres is also mixed. This is of concern given the role such centres play in supporting children in disadvantaged areas. While children’s centres perform well in Lincolnshire, Leicestershire and Nottinghamshire, in Nottingham, Leicester and Northamptonshire a far smaller proportion of providers are good or outstanding. However, some examples of good practice do exist. It is important that these providers work closely with less effective settings to support improvement.

Figure 2: Pupil attainment at ages five, seven, 11 and 16



Data for 2014 is provisional

Benchmark levels: Early Years Foundation Stage – achieving a good level of development (%)

Key Stage 1 – achieving at least Level 2 in reading (%)

Key Stage 2 – achieving at least Level 4 in reading, writing and mathematics (%)

Key Stage 4 – achieving at least five GCSEs at grades A* to C or equivalent, including English and mathematics (%)

All attainment and progress data is provisional data for 2013/14 unless otherwise specified.

Source: Local authority interactive tool, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

Explore how children and young people performed in assessments and tests at different ages and in different regions through our online regional performance tool; <http://dataview.ofsted.gov.uk/regional-performance>

Primary education

19. There are grounds for cautious optimism that primary provision is improving. Across the region there was a four percentage point improvement in the proportion of primary schools judged good or outstanding from 2012/13 to 2013/14, in line with the improvement seen nationally.
20. However, it remains the case that only one local authority in the East Midlands is in the top third of local authorities nationally for the proportion of pupils attending a good or outstanding primary school. The highest in the region, Lincolnshire, is ranked joint 45th out of 150 local authorities nationally (see Table 2).⁸
21. Five of the nine local authorities in the East Midlands are in the bottom third of local authorities nationally in terms of the proportion of pupils attending primary schools that are good or outstanding. In Leicester, 30% of children are in primary schools that are not yet good. Around one quarter of pupils in Nottingham, Northamptonshire, Derby and Derbyshire attend state-funded primary schools that are not yet good.
22. The proportion of pupils achieving at least Level 2 in reading at Key Stage 1 is broadly in line with the national level, with 89% of the region's pupils reaching this benchmark (compared with 90% nationally). This is up one percentage point from 2012/13. At Key Stage 2 pupils are also consistently one percentage point behind the national level, with 77% obtaining at least Level 4 in reading, writing and mathematics (see Figure 2).

Table 2: Percentage of primary and secondary pupils attending good or outstanding schools by local authority in the East Midlands

Primary schools				Secondary schools			
Rank*	Local authority (education)	2014 %	Change from 2013 (%points)	Rank*	Local authority (education)	2014 %	Change from 2013 (%points)
45=	Lincolnshire	86	▲ 5	1=	Rutland	100	▬ 0
68=	Leicestershire	83	▲ 3	28=	Leicester	88	▼ -1
68=	Nottinghamshire	83	▲ 3	34=	Derby	86	▲ 13
91=	Rutland	80	▲ 7	55=	Nottinghamshire	81	▲ 1
103=	Derbyshire	78	▲ 6	67=	Lincolnshire	77	▼ -1
116=	Nottingham	75	▲ 1	88=	Leicestershire	73	▬ 0
125=	Derby	73	▲ 4	111=	Northamptonshire	66	▲ 1
130	Northamptonshire	72	▲ 3	123=	Nottingham	57	▼ -18
136=	Leicester	70	▼ -5	143	Derbyshire	42	▼ -13

* Rank refers to the 2014 placing in relation to all 150 local authorities in England (excluding Isles of Scilly and City of London which each contain only one school).

8. Not including City of London and Isle of Scilly.



Secondary education

23. Ofsted's 2012/13 East Midlands regional report reported that only two local authorities were in the top third nationally in terms of the proportion of schools judged good or outstanding. This remains the case in Leicester and Rutland, although they have been joined in the top third nationally by Derby where 86% of pupils attend a good or outstanding secondary school. Nottingham and Derbyshire are both in the lowest quartile for the overall effectiveness of state-funded secondary education. Across the region as a whole, the quality of provision is almost the worst in the country with 30% of pupils in the East Midlands attending a secondary school that is less than good (see Figure 1 and Table 2).
24. The proportion of secondary schools that are at least good has decreased in six local authorities. Of particular concern are:
 - Derbyshire, where 58% of pupils attend secondary schools that are less than good – the proportion of secondary schools that are not good enough increased from 50% to 62% between 2013 and 2014
 - Nottingham, where 43% of pupils attend secondary schools that are less than good, almost exclusively in the less affluent parts of the city – pupils in Nottingham make significantly less than expected progress in English and mathematics and attainment at GCSE is among the lowest in the country
 - Northamptonshire, where 34% of pupils attend secondary schools that are less than good.
25. In the East Midlands, fewer pupils eligible for free school meals achieve at least five GCSEs at A* to C including English and mathematics than is the case nationally (33.1% compared to 38.1%). Leicester is the only exception to this, where 39.4% of pupils eligible for free school meals reach this standard.

Good practice – Outwood Academy Portland, Worksop, North Nottinghamshire (formerly Portland School)

This is a larger than average secondary school in a former coalfield area with higher than national levels of deprivation and crime. The Outwood family of academies began to work with the school in April 2011. Outwood Academy Portland became a sponsor-led academy in June 2012, as part of the Outwood Grange Academies Trust.

Portland School had a history of well-below-average attainment in literacy and mathematics. It had been in special measures during the period until its closure.

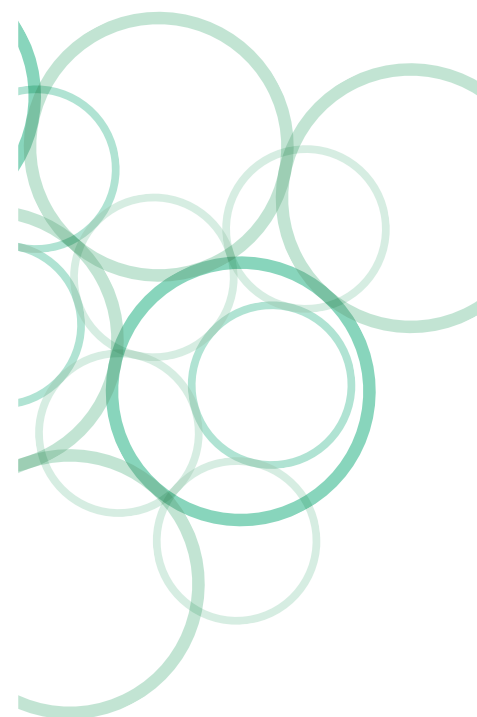
Since the academy opened, there have been significant improvements in pupils' achievement, and in their behaviour and safety. The quality of teaching has improved significantly. These improvements have been underpinned by highly effective leadership and management. In March 2014, the school was inspected and received an outstanding judgement in all areas of the inspection. The inspection report praised the quality of teaching and pupils' exemplary attitudes to learning. In 2012/13, the proportion of pupils achieving five or more GCSEs at grades A* to C (including English and mathematics) rose to 75% – 14% above the national level.

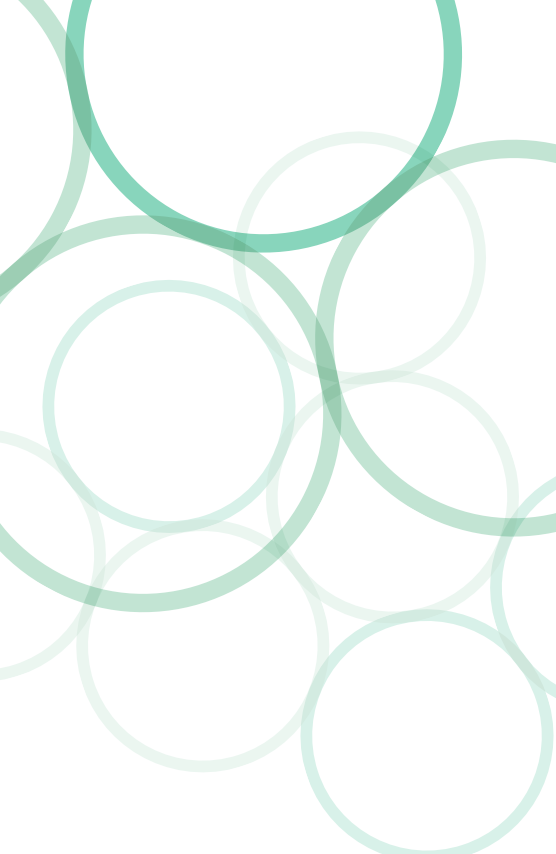
The Ofsted inspection report from March 2014 highlights some key factors – linked to the school's leadership and management – that have driven the rapid improvements. These are:

- a policy of 'zero office time' for senior leaders and managers, which means that, when they are not teaching, they and subject leaders are constantly visiting classrooms to help staff and provide a visible, supportive presence
- meticulous tracking of pupils' learning and effort, on a six-weekly cycle, which enables teachers and the management system to identify targets for improvements in pupils' performance
- highly effective work with parents and the local community
- a governing body that has a clear insight into the quality of teaching and its impact on pupils' learning.

Senior leaders at the academy attribute the rapid turnaround in pupils' attainment to several additional key factors:

- changes to the timing of the school day, with lessons starting and ending earlier
- the introduction of a comprehensive range of 'enrichment classes', which take place at the end of the school day.





- 26. The attainment of pupils in Nottingham, Derby and Leicester remains significantly below the national level up to and including at GCSE. Nationally, 56.1% of pupils attained at least five A* to C grades at GCSE, including English and mathematics, in 2013/14. In Derby this was true of only 49% of pupils and in Leicester of just 51.2%. In Nottingham, 43.3% of pupils achieved this benchmark, the third lowest nationally.

Academies

- 27. The number of academies in the East Midlands has grown rapidly in recent years (see Table 3), accounting for 26% of schools by the end of 2013/14. The rate and impact of academisation has been very varied across the region. While 49% of the 287 schools in Leicestershire are academies, just 5% of the 416 schools in Derbyshire are academies. There is no correlation between the proportion of academies in each local authority and school effectiveness. What matters is the quality of leadership. While some multi-academy trusts and converter academies have been highly successful in driving improvement this is not true of all.

Table 3: Number of primary and secondary schools that are academies in the East Midlands

Year	2009/10	2010/11	2011/12	2012/13	2013/14
Number of primary academies	0	11	96	240	310
Number of secondary academies	17	69	157	202	216

Further education

- 28. In the urban authorities of Leicester and Nottingham, learners do poorly beyond the age of 16. The proportions of learners achieving level 2 qualifications (GCSE or equivalent) in English and mathematics by the age of 19 are in the bottom 20% nationally.
- 29. Eighty-five per cent of colleges in the East Midlands have been judged good or outstanding. However, because some of the weak providers are large, only 68% of learners attend a good or outstanding college. More work remains to be done to help these large providers to improve.
- 30. Inspection outcomes for work-based learning providers in the East Midlands are below the national level and the third worst of all regions. Too few young people undertake training with good or outstanding providers. Of the 16 providers in the region inspected in 2013/14, nine were judged to be good or outstanding. This is an improvement from 2012/13 of three percentage points to 73%. Despite this increase, the region has fallen below the national level in 2013/14 as across England as a whole the proportion of good or outstanding providers has risen by nine percentage points to 78%.

31. The proportion of learners who achieve a level 3 qualifications by the age of 19 in the East Midlands is among the lowest in the country. Learners in Nottingham, Derby and Nottinghamshire achieve particularly poorly in this respect. Only in Rutland and Leicestershire do learners achieve as well as, or better than, they do nationally. The city centre colleges in Nottingham and Derby, while not declining and showing some improvement at inspection, do not yet offer consistently good provision for all their learners.
32. It is estimated that one in 20 16–18-year-olds in the East Midlands were not in employment, education or training (NEET) from November 2013 to January 2014.⁹ Derby is very poor at keeping track of what its young people go on to after the age of 16. Nevertheless, it is clear that the level of NEETs in the three cities and in Northamptonshire is higher than elsewhere in the region. The general further education colleges in Derby and Nottingham are judged to require improvement.

Initial teacher education

33. The quality of initial teacher education in the East Midlands is good with one provider, the University of Nottingham, judged as outstanding. However, there are fewer recruits being trained per 1,000 pupils than across England as a whole and the region has an above average level of teacher vacancies.

Leadership

34. Educational success depends on collaborative leadership. We know that strategic leadership, high expectations, proper challenge and accountability drive success for all. At the moment, different leadership groups within the system – local authorities, academy trusts, colleges, work-based learning providers, the National College for Teaching and Leadership, teaching schools and national leaders of education – are not working together effectively enough to drive improvement for all. System leadership capacity is weak in large, often rural, areas and some areas simply do not have enough national and local leaders of education.¹⁰
35. Where there is strong purposeful leadership, the educational disadvantages of deprivation have been overcome, raising the prospects and opportunities for pupils and learners. Effective leadership is vital to continue to overcome these challenges in the future.
36. Inspection data indicates that no one type of provider has a monopoly on success or consistently fails. All parties need to work together to generate solutions and share success. Our inspection findings suggest that this has not happened well enough in many of our local authorities.

9. Source for proportion of 16–18-year-olds that are not in education, employment or training, 2013: *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

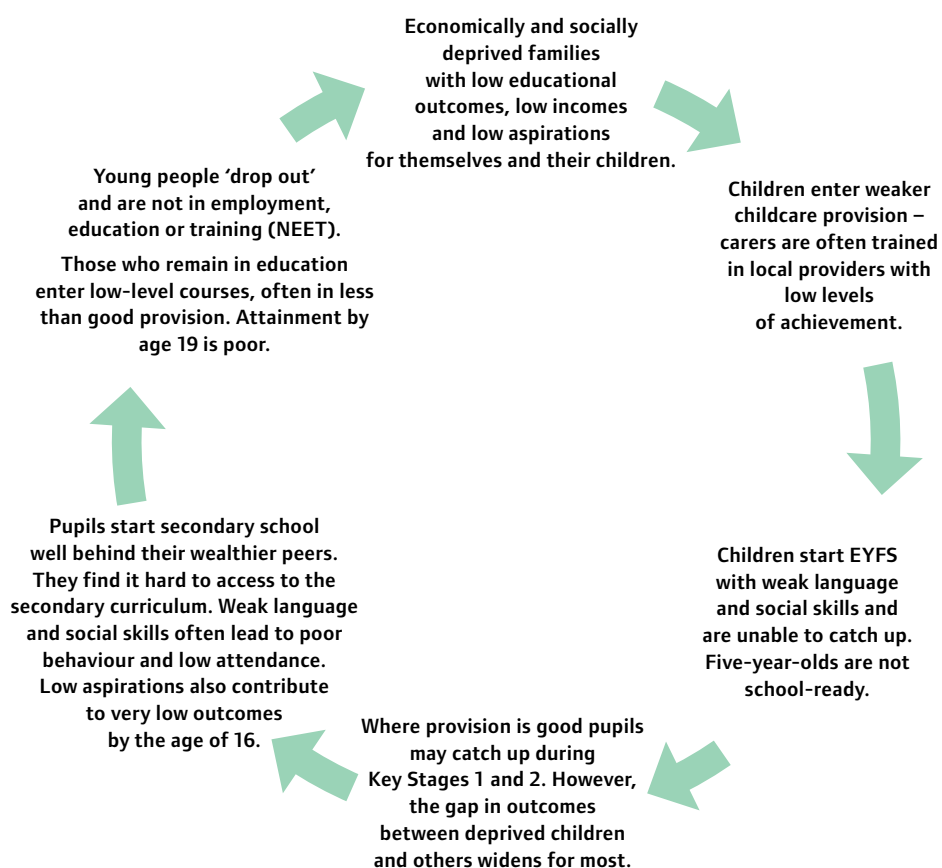
10. List published by National College for Teaching and Leadership; http://apps.nationalcollege.org.uk/s2ssd_new.

Regional priorities

Regional priorities 2013/14

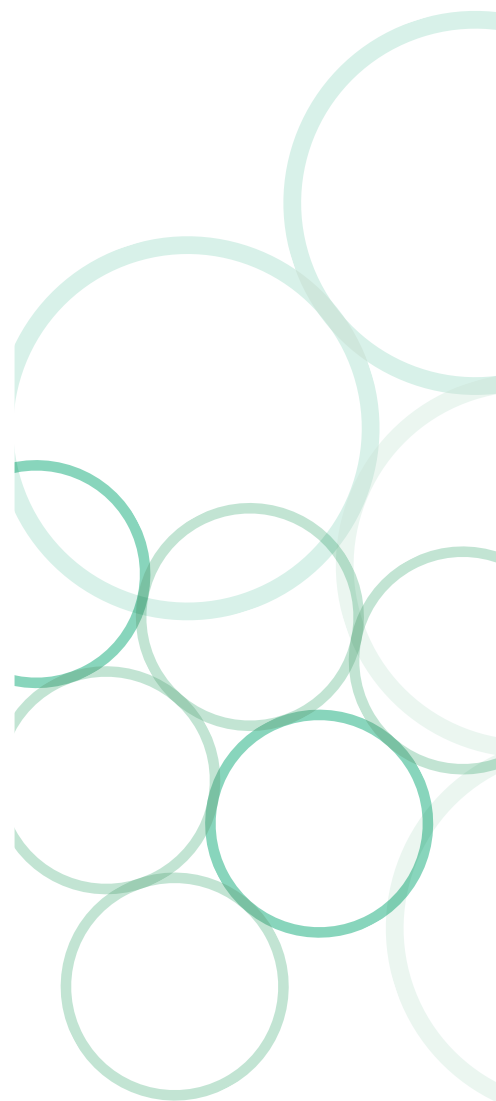
37. Ofsted's 2012/13 East Midlands regional report identified Nottingham secondary education providers as an area of concern. As a consequence, we inspected seven Nottingham secondary schools and academies late in 2013. Six of these institutions were found to require special measures and one was found to have serious weakness.
38. The inspections explored the reasons why the majority of pupils did not make the progress they should. Attendance was alarmingly low. In five of the schools inspected, at least one in 10 pupils was persistently absent.¹¹ Teaching was inadequate and the expectations that teachers had of pupils were too low. In nearly all the schools and academies visited leadership and governance were inadequate.
39. A team of Her Majesty's Inspectors has worked with the six schools in special measures, the local authority and academy trusts to support the improvement. Many of these schools are now improving; however, they are part of a cycle of deprivation that is found in pockets across the region. This must be tackled by all players (see Figure 3).

Figure 3: The cycle of deprivation



11. Persistent absence data relates to 2012/13: *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

40. For a range of reasons some children start their education on the back foot. Unless they have skilled and perceptive teachers in pre-schools and primary schools, who have developed effective strategies to support them, these young people fall behind. By the time they reach the end of Key Stage 2, they will not have mastered fluency with communication skills or arithmetic. New immigrants may struggle with the English language or elements of a new curriculum. This means that they are at a disadvantage when joining secondary school. Schools need to be prepared to support these pupils to get them back on track. If this does not happen, the cycle continues.
41. Often these young people become disillusioned and their attendance record becomes poor. Nationally we know that the attendance of pupils who are eligible for free school meals is worse than others, and we also know that there is a correlation between attendance and achievement. Other young people do attend but are frequently excluded because, unable to access the curriculum or express themselves well, their behaviour falls short of reasonable standards.
42. As a consequence, pupils who were eligible for free school meals at 16 are less likely to have achieved a level 3 qualification by 19 than their more affluent peers. This will inevitably reduce their ability to access higher education and potentially limit future employment opportunities. Many may therefore drift gradually towards unemployment or short-term low-paid work. Others complain of experiencing 'false starts' as they begin courses on which they aren't adequately supported and that do not meet their needs.
43. Children experiencing hardship and localised areas of deprivation exist in every local authority in the region. While the cycle works differently in each area, it affects poor White British families and looked after children particularly strongly. It also threatens those new to the UK and to the English language.





Regional priorities 2014/15

44. We will inspect to improve outcomes for all young people and learners, with particular focus on outcomes for children who are experiencing difficulties.

Tackling the cycle of deprivation

45. Tackling the cycle of deprivation and underachievement is the key priority in the East Midlands. Growing up in a remote rural location or a run-down area where previously strong industries such as mining, engineering or tourism have died out must not be allowed to be a barrier to economic success. The issues raised need to be tackled at all points in the cycle.
46. White British pupils from deprived backgrounds, looked after children and those who speak English as an additional language do not in general do as well as their peers in other pupil groups within the East Midlands and similar students nationally. These groups, and actions to support improved outcomes for them, will therefore be the focus of our work.

White British young people eligible for free school meals

47. To improve outcomes for this group of young people we will:
 - inspect early years providers with a strong focus on the ways they support disadvantaged and hard-to-reach parents and raise aspirations while helping young children develop basic skills of communication and sociability
 - raise awareness of the difficulties faced by children from low-income families and the ways schools can help them realise their potential
 - work to raise aspirations, attendance levels and standards of behaviour expected at schools that are not yet good
 - ensure that we promote good practice in respect of careers advice and guidance in schools and high quality intervention with young people who are at risk of not accessing training, education or long-term employment
 - support all colleges to become good providers and promote the development of exciting work-related learning and apprenticeships with top-quality providers.

Looked after children

48. To improve outcomes for looked after children, we will:

- ensure that local authorities, virtual headteachers and schools support looked after children to achieve well
- share good practice
- inspect provision without fear or favour.

Children and young people at an early stage of learning English as an additional language

49. To support children and young people at an early stage of learning English as an additional language we will:

- rigorously inspect the support provided for these learners and the extent to which providers are ensuring that these students are reaching their potential
- determine and share best practice in supporting the newly arrived children of immigrants to adjust, learn English and achieve within the English education system.

Leadership

50. We will:

- work with system leaders to identify barriers to success and overcome them – this will include working with employers to ensure greater provision of appropriate apprenticeships
- continue to inspect and report without fear or favour on initiatives and their effectiveness
- provide challenge and support, celebrate success and share good practice.

All young people and learners

51. To improve outcomes for all young people and learners we will:

- work to ensure that children and pupils who have fallen behind are not left behind, but are supported to catch up at every stage in their school career
- challenge and support all schools to become good or outstanding.



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